

Effective Motivational Strategies for English Classes in Japan (1)

—Based on Questionnaires to Teachers and Students—

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Abstract

Although most teachers would agree that motivation has a very important role in determining success or failure in English language learning, research on motivational strategies has infrequently been conducted until now in Japanese contexts. The complete study consists of two related investigations aimed at exploring effective motivational strategies for Japanese junior and senior high school students, with the following article presenting the results of an empirical survey on motivational strategies from the perspectives of English teachers. Eighty-six Japanese teachers of English from junior high and senior high schools were asked how important they considered a selection of 50 teaching strategies (Dörnyei and Csizér, 1998). Based on their responses, a concise set of ten motivational macrostrategies called the ‘Ten commandments for motivating Japanese students’ were compiled, and then compared with those proposed by Dörnyei and Csizér (1998).

keywords : Motivational Strategies, Japanese English Classes, Ten Commandments

1. Introduction

In English education in Japan, motivation for learning has been emphasized for a long time. The Ministry of Education, Culture, Sports, Science and Technology announced *the Establishment of an Action Plan to Cultivate “Japanese with English Abilities”* in 2003. This Action Plan mentioned the importance of motivation for English learning. However, the plan said that it was difficult for students to be motivated to learn English in a Japanese context in which they do not have opportunities to use English every day. Therefore, it is a major issue to motivate students effectively in everyday Japanese contexts.

Learners’ motivation for study is generally connected to the success of their learning (Hiromori, 2006). Dörnyei (2001a, p.2) also stated that “most teachers and researchers would agree that motivation has a very important role in determining success or failure in any learning situation”. However, their focuses have not been on how to motivate students but on what motivation was (Dörnyei, 1994, 2001b). Especially in

Japan, research on effective motivational strategies has hardly been conducted until now. It is more important for teachers to know how to motivate students than to understand a structure of motivation (Hiromori, 2006).

The primary purpose of this study (1), (2) is to find effective strategies in the Japanese context. In order to accomplish this, we have divided this primary purpose into two secondary purposes: (1) to propose Ten Commandments for motivating students in the Japanese classroom, and then compare them with those proposed by Zoltán Dörnyei and Kata Csizér (1998) in a Hungarian context: and (2), which will be explored in a subsequent article, to compare attitudes of Japanese teachers of English with those of junior and senior high school students through questionnaires regarding motivational strategies.

2. Theoretical Background

Zoltán Dörnyei and Kata Csizér researched effective motivational strategies in Hungary, an EFL country, in 1998. They considered that this

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research was useful for teachers who taught English in Hungary in motivating students in English classes. The purpose of the study was to examine teachers' perspectives and beliefs on the importance of motivational strategies and to assess how often each strategy was used in the teachers' own practice (Dörnyei, 2001a).

They conducted two types of questionnaires on 200 English teachers who had various teaching backgrounds. The first questionnaire asked 116 English teachers how important they considered each of 50 strategies, and the second questionnaire asked 84 English teachers how frequently they used the 50 strategies in their teaching practice. The first questionnaire used a

seven-point scale with perceived importance, and the second questionnaire also used a seven-point scale by means of frequency of motivational strategies' use. Both questionnaires used the same 50 motivational strategies.

The 50 motivational strategies were grouped into clusters. Dörnyei and Csizér adopted a "highest-ranking strategy" when they ordered the 50 items. The highest-ranking strategy was the way of ordering items depending on the highest mean item in one cluster. As a result, a total of ten scales were formed, and eight strategies remained individual strategies (see Table 1).

Table 1: Final Rank Order of the Strategy Scales and the Individual Strategies (adapted from Dörnyei and Csizér, 1998)

Scale	Strategy	Mean	S.D.
1 Teacher	Prepare for the lessons properly.	6.70	0.61
	Show a good example by being committed and motivated.	6.43	0.89
	Be as sensitive and accepting as you can.	6.35	0.87
	Try to behave naturally and be yourself in class.	6.14	0.94
2 Climate	Create a pleasant atmosphere in the classroom.	6.46	0.82
	Bring in humor, laughter and smile.	6.21	0.94
	Have games and fun in class.	5.52	1.35
	Have game-like competitions within class.	4.90	1.45
3 Task	Give clear instructions.	6.45	0.86
	Provide guidance about how to do the task.	5.70	1.09
	State the purpose and the utility of every task.	4.60	1.73
4 Rapport	Develop a good relationship with your students.	6.37	0.79
5 Self-confidence	Give positive feedback and appraisal.	6.32	0.78
	Make sure that students experience success regularly.	6.25	0.93
	Constantly encourage your students.	6.21	0.89
	Demystify mistakes: they are a natural part of learning.	5.67	1.32
	Select tasks that do not exceed the students' competence.	5.33	1.49
6 Interest	Select interesting tasks.	6.28	0.76
	Choose interesting topics and supplementary materials.	6.23	0.80
	Offer a variety of materials.	6.05	0.94
	Vary the activities.	5.97	1.03
	Make tasks challenging to involve your students.	5.86	0.99
	Build on the students' interests rather than tests or grades as the main energizer for learning.	5.43	1.24
	Raise students' curiosity by introducing unexpected or exotic elements.	4.90	1.45
7 Autonomy	Encourage creative and imaginative ideas.	6.10	1.03
	Encourage questions and other contributions from the students.	6.07	1.05
	Share as much responsibility to organize the learning process with your students as possible.	4.56	1.75

8 Personal relevance	Try and fill the tasks with personal content that is relevant to the students.	5.71	1.30
9 Goal	Help the students develop realistic expectations about their learning.	5.66	1.07
	Set up several specific learning goals for the students.	5.56	1.27
	Increase the group's goal-orientedness.	5.22	1.28
	Do a needs analysis about the students' language goals and needs.	5.18	1.41
	Help students design their individual study plans.	4.46	1.68
10 Culture	Familiarize the students with the cultural background of the language they are learning.	5.60	1.25
	Use authentic materials.	5.57	1.34
	Invite native speakers to some classes.	4.34	1.97
	Find pen-friends for your students.	3.26	1.73
		5.46	1.32
11 Group	Include regular group work in your class.	5.31	1.48
	Help students to get to know one another.	4.35	1.90
	Be an ordinary member of the group as much as possible.	3.86	1.60
	Organize extracurricular (out-of-class) activities.	3.86	1.60
12 Effort	Help students realize that it is mainly effort that is needed for success.	5.36	1.23
13 Usefulness	Emphasize the usefulness of the language.	5.25	1.44
14 Reward	Besides the grades, give the students other rewards.	5.17	1.51
15 Rule	Help maintain the set of classroom rules that students accepted.	5.09	1.68
	Involve students in creating their own classroom rules.	4.25	1.76
	Regularly review the classroom rules with your students.	3.75	1.68
16 Finished products	Allow students to create products that they can display.	5.08	1.38
17 Comparison	Avoid any comparison of students to one another.	4.32	1.65
18 Decoration	Encourage the students to decorate the classroom and make it cozy in any way they can.	3.97	1.88

Finally, the first ten entries in Table 1 became Ten Commandments for motivating English

language students in Hungary. Each macro-strategy was named as follows (see Table 2).

Table 2: Ten Commandments for Motivating Language Students (adapted from Dörnyei and Csizér, 1998)

1	Set a personal example with your own behavior
2	Create a pleasant, relaxed atmosphere in the classroom.
3	Present the tasks properly.
4	Develop a good relationship with the students.
5	Increase the students' linguistic self-confidence.
6	Make the language classes interesting.
7	Promote student autonomy.
8	Personalize the learning process.
9	Increase the students' goal-orientedness.
10	Familiarize students with the target language culture.

3. Present Study

It is essential for English teachers to motivate students when they teach English in junior or senior high schools in Japan. Therefore, teachers need effective motivational strategies. The present study aimed at investigating attitudes toward the importance of motivational strategies of Japanese teachers of English by using a questionnaire. The results of this questionnaire were compared to the results of Dörnyei and Csizér (1998). The purpose of this questionnaire was to examine how important to Japanese teachers of English each motivational strategy was. Moreover, we will propose Ten Commandments for motivating students in the Japanese context.

3.2. Method

3.2.1. Participants

The subjects were 42 junior high school teachers, 40 senior high school teachers, two teachers of schools for special support education, and two teachers who did not identify which kind of school they were at. The total number of teachers was therefore 86, of which 85 were from Toyama prefecture and one from Kanagawa prefecture.

3.2.2. Questionnaire

The questionnaire titled “Research on motivation in English classes and English learning” (see Appendix) was administered between July and December, 2007. It revealed the attitudes of Japanese teachers of English with regard to motivational strategies by querying the rate of importance of 50 motivational strategies. We distributed the questionnaire in official meetings with Toyama English teachers, and sent the same questionnaire by e-mail to teachers in Toyama prefecture and Kanagawa prefecture. A total of 86 responses were returned out of the

approximately 200 that were distributed.

We utilized the 50 items which Dörnyei and Csizér (1998) adopted. Those items were translated from English into Japanese in order to reduce the possibility of misunderstanding, and therefore increase the reliability of the results. The translation was inspected by some junior and senior high school teachers in Toyama prefecture. At that time, we endeavored not to change Dörnyei and Csizér’s intention. The questionnaire consisted of 50 items arranged in a seven-point Likert scale with perceived importance from ‘utterly unimportant’ ‘to greatly important’.

3.2.3. Procedure and Statistical Analysis

The 50 items were grouped into clusters, just as Dörnyei and Csizér (1998) handled them. Each cluster was called a macro-strategy. As a result, ten multi-item scales were formed and eight items remained as individual strategies, which mean that each of the eight items was not composed of any other item except itself. Each scale and individual item was ordered according to the highest-ranking strategy Dörnyei and Csizér (1998) used. Finally, the first ten macro-strategies and individual strategies were proposed as Ten Commandments for motivating students in the Japanese context.

4. Results and discussion

4.1. Comparison of the Results of Dörnyei and Csizér (1998) and the Present Study

4.1.1. Results of Questionnaire to Japanese Teachers of English

We administered a questionnaire to Japanese teachers of English at junior and senior high schools. Fifty items were ordered according to the highest-ranking strategy Dörnyei and Csizér used. The results are as follows (Table 3):

Table 3: The Ranking of the Scales of Strategies by Japanese English Teachers

Scale	Strategy	Mean	S.D.
1 Teacher	Prepare for the lessons properly.	6.48	0.78
	Show a good example by being committed and motivated.	5.61	1.03
	Be as sensitive and accepting as you can.	5.51	1.09
	Try to behave naturally and be yourself in class.	4.85	1.38
2 Task	Give clear instructions.	6.45	0.88
	Provide guidance about how to do the task.	6.28	0.89
	State the purpose and the utility of every task.	5.26	1.38
3 Rapport	Develop a good relationship with your students.	6.40	0.82
3 Self -confidence	Give positive feedback and appraisal.	6.40	0.81
	Constantly encourage your students.	5.95	1.03
	Make sure that students experience success regularly.	5.91	0.95
	Demystify mistakes: they are a natural part of learning.	5.88	1.13
	Select tasks that do not exceed the students' competence.	4.64	1.27
5 Climate	Create a pleasant atmosphere in the classroom.	6.13	1.09
	Bring in humor, laughter and smile.	5.83	0.96
	Have games and fun in class.	5.28	1.19
	Have game-like competitions within class.	4.71	1.13
6 Interest	Select interesting tasks.	6.11	0.88
	Vary the activities.	5.91	0.97
	Choose interesting topics and supplementary materials.	5.71	1.04
	Offer a variety of materials.	5.69	0.99
	Raise students' curiosity by introducing unexpected or exotic elements.	5.08	1.12
	Build on the students' interests rather than tests or grades, as the main energizer for learning.	4.97	1.19
	Make tasks challenging to involve your students.	4.74	1.14
7 Goal	Help the students develop realistic expectations about their learning.	6.01	0.96
	Set up several specific learning goals for the students.	5.21	1.10
	Increase the group's goal-orientedness.	5.02	1.22
	Do a needs analysis about the students' language goals and needs.	4.95	1.26
	Help students design their individual study plans.	4.36	1.28
8 Personal relevance	Try and fill the tasks with personal content that is relevant to the students.	5.78	1.00
9 Culture	Invite native speakers to some classes.	5.67	1.17
	Use authentic materials.	5.42	1.14
	Familiarize the students with the cultural background of the language they are learning.	4.93	1.15
	Find pen-friends for your students.	3.36	1.45
10 Group	Help students to get to know one another.	5.37	1.06
	Include regular group work in your class.	5.35	1.14
	Be an ordinary member of the group as much as possible.	5.14	1.24
	Organize extracurricular (out-of-class) activities.	3.91	1.26
11 Comparison	Avoid any comparison of students to one another.	5.36	1.45
12 Autonomy	Encourage creative and imaginative ideas.	5.31	1.04
	Encourage questions and other contributions from the students.	5.23	1.12
	Share as much responsibility to organize the learning process with your students as possible.	4.24	1.32

13 Effort	Help students realize that it is mainly effort that is needed for success.	5.22	1.29
14 Reward	Besides the grades, give the students other rewards.	4.85	1.13
15 Usefulness	Emphasize the usefulness of the language.	4.82	1.36
16 Rule	Help maintain the set of classroom rules that students accepted.	4.69	1.42
	Regularly review the classroom rules with your students.	4.27	1.38
	Involve students in creating their own classroom rules.	3.52	1.28
17 Decoration	Encourage the students to decorate the classroom and make it cozy in any way they can.	4.20	1.53
18 Finished products	Allow students to create products that they can display.	3.85	1.32

Additionally, we propose Ten Commandments for motivating students in the Japanese context, comparing them with the Ten

Commandments in the Hungarian context Dörnyei and Csizér proposed in 1998 (Table 4).

Table 4: Ten Commandments for Motivating Students in Hungary and Japan

in the Hungarian context (adopted from Dörnyei and Csizér, 1998)	in the Japanese context
1 Set a personal example with your own behavior.	1 Set a personal example with your own behavior.
2 Create a pleasant, relaxed atmosphere in the classroom.	2 Present the tasks properly.
3 Present the tasks properly.	3 Develop a good relationship with the students.
4 Develop a good relationship with the students.	4 Increase the students' linguistic self-confidence.
5 Increase the students' linguistic self-confidence.	5 Create a pleasant, relaxed atmosphere in the classroom.
6 Make the language classes interesting.	6 Make the language classes interesting.
7 Promote student autonomy.	7 Increase the students' goal-orientedness.
8 Personalize the learning process.	8 Personalize the learning process.
9 Increase the students' goal-orientedness.	9 Familiarize students with the target language culture.
10 Familiarize students with the target language culture.	10 Utilize collaborative learning.

4.1.2. Differences between Ten Commandments in Hungary and Japan

Comparing the Ten Commandments of Japan with those of Hungary, we observe that the rankings of both sets of Commandments are almost the same. However, we would like to focus on one difference here.

The Commandment “promote student autonomy” is seventh in the Hungarian context. On the other hand, this Commandment is not included in the Ten Commandments in the Japanese context. Although Kozima (2003, p.140) stated that “the importance of developing

learner autonomy has become a prominent theme”, the result shows that in fact Japanese teachers of English do not give high priority to this. One possible explanation is that Japanese ways of teaching may be teacher-centered rather than student-centered instruction which is considered to be very important in promoting autonomy. As a further explanation, Japanese teachers understand the importance of student autonomy; however, they may not have the confidence to implement it, because they have not been used to promoting autonomy. As a result, this Commandment did not gain high ranking in

Japan.

4.2. Comparison of Japanese Teachers of English in Junior and Senior High Schools

4.2.1. Results of Factor Analysis – Junior High School Teachers of English

Adopting Unweighted Least Squares and Promax with Kaiser Normalization, we extracted three factors. The ten items with ceiling effects were eliminated at the time. Table 5 shows the factor matrix with items loading greater than 0.45 as the criterion of salience. These factors accounted for 52.3% of the variance in the 27 items.

Factor 1 received loading from ten items. It includes various items, as Table 5 shows. Four items (12, 13, 31 and 43) are related to emphasis on the necessity of learning English, while two items (18 and 19) are relevant to teachers' attitudes toward students. Moreover, other four items (7, 10, 25 and 37) are diverse: creativity, the cultural background of the target language, goals of learning English and the group. Concerning items 7, 10, 18, 19, 25 and 37, we suppose that all of those items are finally linked to the necessity of learning English. Therefore,

this factor is called *emphasis on the necessity of learning English*.

Factor 2 received loading from eight items (11, 20, 26, 29, 30, 33, 39 and 40). These items are divided into three categories. First, three items (11, 30 and 40) are concerned with activities. Second, three items (20, 29 and 39) are related to teachers' attitudes toward students. Finally, two items (26 and 33) are relevant to materials. Teachers consider whether the activities and materials are interesting and new for students. As a result, teachers try to make students interested in English classes. According to three items 20, 29 and 39, teachers focus on their own behavior or attitudes toward students to make English classes interesting. Therefore, this factor is called *the device for making students interested in English classes*.

Factor 3 received loading from nine items (15, 16, 17, 28, 34, 38, 44, 49 and 50). Seven items (15, 16, 17, 28, 34, 38 and 44) are relevant to the autonomy of students. The other two items (49 and 50) are related to student-centered learning, which is considered to be important for student autonomy. Therefore, this factor is called *student autonomy*.

Table 5: Results of Factor Analysis for Junior High School Teachers of English

N	Questionnaire Items	F1	F2	F3
12	Help students realize that it is mainly effort that is needed for success.	0.70		
43	Do a needs analysis about students' language goals and needs.	0.69		
10	Familiarize the students with the cultural background of the language they are learning.	0.68		
25	Set up several specific learning goals for the students.	0.67		
31	State the purpose and the utility of every task.	0.65		
37	Be an ordinary member of the group as much as possible.	0.63		
18	Avoid any comparison of students to one another.	0.61		
7	Encourage creative and imaginative ideas.	0.60		
19	Show a good example by being committed and motivated.	0.48		
13	Emphasize the usefulness of the language.	0.47		
30	Have games and fun in class.		0.89	
39	Be as sensitive and accepting as you can.		0.87	
20	Bring in humor, laughter and smile.		0.83	
26	Use authentic materials.		0.66	
33	Offer a variety of materials.		0.60	
29	Try to behave naturally and be yourself in class.		0.59	

40	Have game-like competitions within class.	0.57		
11	Include regular group work in your class.	0.46		
28	Help maintain the set of classroom rules that students accepted.	0.71		
50	Raise students' curiosity by introducing unexpected or exotic elements.	0.70		
17	Encourage the students to decorate the classroom and make it cozy in any way they can.	0.66		
16	Allow students to create products that they can display.	0.64		
15	Involve students in creating their own classroom rules.	0.64		
34	Share as much responsibility to organize the learning process with your students as possible.	0.60		
44	Find pen-friends for your students.	0.57		
38	Regularly review the classroom rules with your students.	0.53		
49	Build on the students' interests, rather than tests or grades, as the main energizer for learning.	0.50		
	Eigenvalue	8.32	3.34	2.46
	Percentage of Variance	30.8	12.4	9.11
	Cumulative Percentage of the Total Variance	30.8	43.2	52.3

4.2.2. Results of Factor Analysis – Senior High School Teachers of English

Adopting Unweighted Least Squares and Promax with Kaiser Normalization, we extracted three factors. The eight items with ceiling effects were eliminated at the time. Table 6 shows the factor matrix with an item loading greater than 0.45 as the criterion of salience. These factors accounted for 59.6% of the variance in the 21 items.

Factor 1 obtained loading from ten items (16, 17, 28, 30, 32, 33, 36, 39, 49 and 50). Seven items (16, 17, 28, 32, 39, 49 and 50) are related to being student-centered. On the other hand, three other items (30, 33 and 36) are connected to the variety of English classes. We suppose that the reason of making English classes so diverse is that teachers try to think of the English classes from the perspective of students. Accordingly, those three items are linked to being student-centered. Therefore, this factor is called *student-centered classes*.

Factor 2 received loading from six items (7, 11, 12, 35, 37 and 47). Three items (11, 35 and 37)

relate to learning English in group activities, while the other three items (7, 12 and 47) are different. Item 7 concerns the creativity of students. Reflecting on item 7, we guess that students can think creatively and originally in group activities. With regard to item 12, related to effort toward learning English, we believe that students can feel the importance of making an effort to acquire English through the group activities. Moreover, item 47 is pertinent to the challenging activities. This item can be included into the category of the group activities because we can make group activities challenging. As a result, we consider that it is possible to include these three items into the category of group activities. Therefore, this factor is called *group activities*.

Factor 3 obtained loading from five items (6, 22, 23, 25 and 31). At first sight, those items are incoherent. However, we suppose that they are connected to the sense of fulfillment of learning English. Therefore, we name this factor *the sense of fulfillment of learning English*.

Table 6: Results of Factor Analysis for Senior High School Teachers of English

N	Questionnaire Items	F1	F2	F3
50	Raise students' curiosity by introducing unexpected or exotic elements.	0.82		
32	Constantly encourage your students.	0.72		
16	Allow students to create products that they can display.	0.68		
36	Invite native speakers to some classes.	0.68		
28	Help maintain the set of classroom rules that students accepted.	0.67		
33	Offer a variety of materials.	0.67		
49	Build on the students' interests rather than tests or grades, as the main energizer for learning.	0.66		
39	Be as sensitive and accepting as you can.	0.58		
17	Encourage the students to decorate the classroom and make it cozy in any way they can.	0.55		
30	Have games and fun in class.	0.50		
11	Include regular group work in your class.		0.90	
35	Increase the group's goal-orientedness.		0.78	
12	Help students realize that it is mainly effort that is needed for success.		0.67	
7	Encourage creative and imaginative ideas.		0.66	
47	Make tasks challenging to involve your students.		0.49	
37	Be an ordinary member of the group as much as possible.		0.45	
6	Select interesting tasks.			0.89
31	State the purpose and the utility of every task.			0.79
23	Choose interesting topics and supplementary materials.			0.66
22	Make sure that students experience success regularly.			0.63
25	Set up several specific learning goals for the students.			0.49
	Eigenvalue	7.45	2.89	2.18
	Percentage of Variance	35.5	13.8	10.4
	Cumulative Percentage of the Total Variance	35.5	49.2	59.6

4.2.3. Results of T-test

We researched the differences between attitudes of junior high school teachers of English and those of senior high school teachers of English with regard to motivating students. This is because we predicted that each group of teachers would have a different idea as to what constituted effective motivational strategies. Therefore, we calculated a two-tailed *t*-test and analyzed the results (see Table 7).

Comparing the results of junior high school teachers with those of senior high school teachers, the *t*-test results demonstrate that significant differences exist ($p < 0.05$) in the 4th, 11th, 12th, 13th, 14th, 22nd, 25th, 30th, 36th and 37th items. The means of all of these items are higher in junior high school teachers than senior high school teachers. Concerning each mean of the items, the

means were more than 4.5 points in both groups of teachers. We suppose that both groups of teachers' attitudes toward motivational strategies are quite high. However, we consider that there are differences in the degree of attitudes. Therefore, we compare the results of the *t*-test below.

Table 7: Results of T-test for Japanese Teachers of English

	School	Mean	SD	t	df	p
1	J	6.64	0.69	1.77	80	0.080
	S	6.35	0.8			
2	J	6.36	0.91	1.92	80	0.061
	S	5.9	1.24			
3	J	6.6	0.83	1.16	80	0.251
	S	6.38	0.9			
4	J	6.6	0.66	2.33	79	0.023*
	S	6.18	0.91			

5	J	6.57	0.67	1.80	79	0.075
	S	6.26	0.88			
6	J	6.26	0.77	1.49	80	0.141
	S	5.98	0.97			
7	J	5.45	1.11	1.08	80	0.282
	S	5.2	0.99			
8	J	5.9	0.98	0.93	80	0.357
	S	5.7	1.02			
9	J	6.21	0.84	1.56	80	0.123
	S	5.9	0.98			
10	J	4.93	1.28	-0.30	80	0.780
	S	5	1.01			
11	J	5.74	0.99	2.88	80	0.005**
	S	5.08	1.1			
12	J	5.55	1.11	2.34	80	0.022*
	S	4.9	1.39			
13	J	5.17	1.24	2.30	79	0.024*
	S	4.48	1.47			
14	J	5.14	1.05	2.39	80	0.019*
	S	4.55	1.2			
15	J	3.61	1.09	0.73	79	0.470
	S	3.4	1.48			
16	J	3.76	1.39	-0.40	80	0.700
	S	3.88	1.24			
17	J	4.4	1.43	1.45	80	0.152
	S	3.95	1.41			
18	J	5.17	1.45	-0.70	78	0.487
	S	5.41	1.62			
19	J	5.66	1.02	0.47	79	0.639
	S	5.55	1.06			
20	J	5.9	0.96	0.50	80	0.619
	S	5.8	0.94			
21	J	6.4	0.77	0.73	80	0.469
	S	6.28	0.85			
22	J	6.12	0.89	2.08	80	0.041*
	S	5.7	0.94			
23	J	5.83	0.99	1.12	80	0.267
	S	5.58	1.11			
24	J	5.36	1.16	1.01	80	0.313
	S	5.1	1.13			
25	J	5.43	1.11	2.11	80	0.038*
	S	4.93	1.05			
26	J	5.63	1.11	1.47	79	0.146
	S	5.28	1.09			
27	J	5.6	1.04	1.88	80	0.064
	S	5.18	0.98			
28	J	4.93	1.54	1.77	79	0.081
	S	4.38	1.25			

29	J	4.93	1.4	0.65	80	0.515
	S	4.73	1.41			
30	J	5.55	0.97	2.04	80	0.044*
	S	5.03	1.33			
31	J	5.55	1.4	1.87	80	0.065
	S	4.98	1.37			
32	J	6.1	0.93	1.08	80	0.284
	S	5.85	1.12			
33	J	5.76	0.8	0.39	78	0.694
	S	5.67	1.2			
34	J	4.2	1.33	-0.10	79	0.921
	S	4.23	1.37			
35	J	5.19	1.31	1.46	80	0.148
	S	4.8	1.09			
36	J	5.98	0.99	2.58	79	0.012*
	S	5.33	1.27			
37	J	5.43	1.29	2.24	80	0.028*
	S	4.8	1.24			
38	J	4.49	1.52	1.57	79	0.120
	S	4	1.26			
39	J	5.69	1.16	1.41	80	0.164
	S	5.35	1.03			
40	J	4.9	1.16	1.45	80	0.150
	S	4.55	1.04			
41	J	6.05	0.91	0.80	80	0.424
	S	5.85	1.29			
42	J	6.12	0.83	1.56	80	0.123
	S	5.8	1.02			
43	J	5.12	1.29	1.12	80	0.266
	S	4.8	1.29			
44	J	3.5	1.6	0.86	80	0.392
	S	3.23	1.27			
45	J	3.74	1.19	-1.20	80	0.233
	S	4.08	1.35			
46	J	4.52	1.33	-0.50	80	0.652
	S	4.65	1.19			
47	J	4.9	1.03	1.21	80	0.228
	S	4.6	1.24			
48	J	4.45	1.25	0.54	80	0.594
	S	4.3	1.32			
49	J	5.19	1.23	1.67	80	0.099
	S	4.75	1.15			
50	J	5.05	1.31	-0.30	80	0.778
	S	5.13	1.16			

J: Junior High School Teachers
S: Senior High School Teachers

*p<0.05 **p<0.01

4.3. Discussion

With regard to the 4th and 22nd items, ceiling effects appeared in both groups of teachers. Furthermore, we consider that the results indicate that both groups of teachers attach importance to these two items, and therefore it is not worth focusing on even though significant differences exist.

Concerning the 11th item “teachers include regular group work in their class”, we suppose that the significant difference appeared because we did not include the word “pair-work” along with “group work” in that item. The reason for this was that we adopted the sentence of Dörnyei and Csizér in 1998. If we had included “pair-work” in the item, the result might have been different. In any case, junior high school teachers seem to consider that group-work is effective for motivating their students more than senior high school teachers. Various students exist in junior high schools from the perspective of differences in motivation or learning ability, while the abilities of senior high school students are likely to be more equal within their schools. Junior high school teachers might consider that it is essential that junior high school students study English by helping each other in the classroom. Therefore, teachers at junior high schools tend to make much of collaborative learning such as group-work.

Regarding the 12th item “teachers help students to realize that it is mainly effort that is needed for success” and the 13th item “teachers emphasize the usefulness of the language”, teachers in junior high schools make much more of the need to learn English than teachers in senior high schools. This can be also suggested by the factor *emphasis on the necessity of learning English* of junior high school teachers. Considering that students start to study English at junior high school, we suppose that their first impression is important to determine whether they feel like studying English or not. As a result, junior high school teachers try to motivate

their students by stressing the necessity of learning English more than senior high school teachers.

On the subject of the 14th item “besides giving grades, teachers give their students other rewards”, it seems that junior high school students are pleased at being given visible things such as stamps or small testimonials more than senior high school students. Consequently, teachers at junior high schools look on this as an effective strategy for motivating students.

Similarly, junior high school students tend to enjoy game-like activities more than senior high school students, who are accustomed to such as activities. As a result, the significant difference might appear in the 30th item “there are games and fun in classes”.

With regard to the 36th item “teachers invite native speakers to some classes”, some reasons might be put forward. As one of the reasons, the encounter with native speakers of English may be a fresh experience for junior high school students. Therefore, junior high school teachers may predict that their students seem to feel enlivened by studying English with an ALT. On the other hand, senior high school students have been accustomed to meeting native speakers of English, so the encounter with native speakers of English may not be so stimulating for them. Therefore, senior high school teachers may regard this item as a less effective motivational strategy. Another possible reason is that some senior high school teachers may believe native speakers are not very effective in teaching students in high school, where more emphasis is likely to be put on study skills (such as reading and writing) rather than practical skills (such as conversation, usage, or listening). Senior high school English teachers, particularly in an exam-oriented school, may thus assume that an ALT is not directly conducive to helping students successfully pass their entrance exams to the universities they desire to enter.

As a further finding, all the means of the

items for junior high school teachers of English except for the means of seven items were higher than those for senior high school teachers of English. On the whole, junior high school teachers tend to put more emphasis and consideration on motivational strategies than senior high school teachers. That is, they are more likely to believe that motivating students is beneficial for teaching English than senior high school teachers do.

5. Conclusion

The primary purpose of this study was to find effective strategies for motivating students in English classes in Japan. This primary purpose was divided into two secondary purposes. The first secondary purpose was to propose Ten Commandments for motivating students in the Japanese context, and then compare them with those proposed by Zoltán Dörnyei and Kata Csizér (1998) in the Hungarian context. The second purpose to be explored in a subsequent article (2) is to compare attitudes of Japanese teachers of English with junior and senior high school students through questionnaires regarding motivational strategies.

With regard to the first secondary purpose, we proposed Ten Commandments for the Japanese context. The top five Commandments of the two countries are as follows: in those of the Japanese context, the first was “set a personal example with your own behavior”, the second was “present the tasks properly”, the third was “develop a good relationship with students”, the fourth was “increase the students’ linguistic self-confidence” and the fifth was “create a pleasant, relaxed atmosphere in the classroom”. On the other hand, in those of the Hungarian context, the first was “set a personal example with your own behavior”, the second was “create a pleasant, relaxed atmosphere in the classroom”, the third was “present the tasks properly”, the fourth was “develop a good relationship with students” and the fifth was “increase the students’ linguistic self-confidence”. Comparing these and the remaining five Commandments of the two countries, we did not find significant differences.

For future research, some suggestions are proposed based on this study. First, further study is needed with a larger number of participants, especially the number of teachers, in order to increase the reliability of the results. Second, there can be more motivational strategies which are appropriate for the Japanese context. We adopted the motivational strategies which Dörnyei and Csizér used in their questionnaire. Therefore, the strategies were based on teachers in Hungary. The research into effective motivational strategies for the Japanese context could be conducted by questionnaires including original strategies based on the suggestions of a select group of Japanese teachers and students.

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(2011年5月20日受付)

(2011年7月20日受理)

Appendix 英語授業及び英語学習方法における動機づけに関する調査

回答方法

以下の項目に対し、教師が生徒を動機づけるために行う方法としてどれくらい重要であると感じていらっしゃいますでしょうか。①ぜんぜん重要ではない、②ほとんど重要ではない、③あまり重要ではない、④どちらかといえば重要である、⑤やや重要である、⑥だいぶ重要である、⑦非常に重要である、という①から⑦の中で最もあてはまるものに○をつけてください。

(高校に勤務されている方は、「英語Ⅰ」・「英語Ⅱ」の授業を想定してご回答ください。)

		<div style="display: flex; justify-content: space-between; align-items: center;"> ぜんぜん重要でない ← 非常に重要である → </div>						
		①	②	③	④	⑤	⑥	⑦
例	十分に授業の準備をする			○				
1	十分に授業の準備をする	1	2	3	4	5	6	7
2	楽しい教室の雰囲気を作る	1	2	3	4	5	6	7
3	活動を行う際、明確な指示を与える	1	2	3	4	5	6	7
4	生徒と信頼関係を築くよう努める	1	2	3	4	5	6	7
5	肯定的なフィードバックを与えたり、褒めたりする	1	2	3	4	5	6	7
6	生徒の興味を引く活動を選ぶ	1	2	3	4	5	6	7
7	生徒の創造的で独創的な考えを促進する	1	2	3	4	5	6	7
8	生徒自身に関わりのある内容の活動を行う	1	2	3	4	5	6	7
9	言語学習に対して、生徒が現実的な(達成可能な)期待感を持つことができるようにする	1	2	3	4	5	6	7
10	学んでいる言語の文化的背景知識について生徒に学ばせる	1	2	3	4	5	6	7
11	活動を実施する際、しばしばグループワークを取り入れる	1	2	3	4	5	6	7
12	言語学習において成功するには、努力が必要であることを生徒に理解させる	1	2	3	4	5	6	7
13	英語は役に立つということを強調する	1	2	3	4	5	6	7
14	成績のほかに、他の褒美(スタンプ、賞状など)を与える	1	2	3	4	5	6	7
15	生徒たちに授業のルールを決めてもらう	1	2	3	4	5	6	7
16	生徒たちに展示物(ポスターなど)を作ることを許可する	1	2	3	4	5	6	7
17	生徒たちが作った物などで教室を飾り、居心地のよい教室を作ることを奨励する	1	2	3	4	5	6	7
18	生徒を他の生徒と比べることを避ける	1	2	3	4	5	6	7
19	生徒に対して献身的であり、熱心な姿勢によってよい模範を示す	1	2	3	4	5	6	7
20	ユーモアや笑いを取り入れ、笑顔を心がける	1	2	3	4	5	6	7
21	活動をどのように行うかについてわかりやすく説明する	1	2	3	4	5	6	7
22	定期的に生徒が成功を経験するような活動や機会を設ける	1	2	3	4	5	6	7
23	おもしろいトピックや補助的題材を選ぶ	1	2	3	4	5	6	7
24	生徒が質問や提案をする機会を多く設ける	1	2	3	4	5	6	7
25	生徒それぞれに具体的な目標を立てさせる	1	2	3	4	5	6	7
26	オーセンティック(本物)な題材を用いる	1	2	3	4	5	6	7
27	活動などを通して他の生徒を知る機会を設ける	1	2	3	4	5	6	7
28	生徒たちが考えて決めた授業のルールを守らせる	1	2	3	4	5	6	7

29	授業では自然に、自分らしく振る舞う	1	2	3	4	5	6	7
30	授業にゲームやおもしろい活動を取り入れる	1	2	3	4	5	6	7
31	活動を行う際、その目的やその活動が生徒にとって役に立つものであると伝える	1	2	3	4	5	6	7
32	できるだけ生徒を励ます	1	2	3	4	5	6	7
33	バラエティに富んだ題材を提供する	1	2	3	4	5	6	7
34	どのように英語学習を進めていくかを生徒にも考えてもらう	1	2	3	4	5	6	7
35	集団で同じ目標に向かって学習する意識を高める	1	2	3	4	5	6	7
36	授業にネイティブスピーカーを招く	1	2	3	4	5	6	7
37	できるだけ生徒が学習集団の一員であることを認識するような活動を取り入れる	1	2	3	4	5	6	7
38	いつも生徒と取り決めた授業のルールは何であったか確認する	1	2	3	4	5	6	7
39	できる限り生徒に対して気を配り、生徒を受け入れる	1	2	3	4	5	6	7
40	授業内にゲームのような競い合う活動を取り入れる	1	2	3	4	5	6	7
41	言語学習において、間違えることは自然なことであると生徒に話す	1	2	3	4	5	6	7
42	活動に変化をもたせる	1	2	3	4	5	6	7
43	生徒の言語学習に関する目標や必要性は何なのかを分析する	1	2	3	4	5	6	7
44	生徒にペンフレンド（メールフレンド）を紹介する	1	2	3	4	5	6	7
45	教室外での活動を行う	1	2	3	4	5	6	7
46	生徒の能力の範囲内で行える活動を選ぶ	1	2	3	4	5	6	7
47	生徒の能力より高い能力を必要とするやりがいのある活動を取り入れる	1	2	3	4	5	6	7
48	生徒が個々に学習計画を立てるよう促す	1	2	3	4	5	6	7
49	学習を促進するものとして、テストや成績ではなく、生徒の興味・関心をもとにする	1	2	3	4	5	6	7
50	生徒の好奇心を引き出すために、斬新な要素を取り入れる	1	2	3	4	5	6	7